

# Alta California Here We Come!

## Juan Bautista De Anza Trail Expedition

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### **OBJECTIVES** *(The Learner Will--TLW)*

1. Recognize the benefits of moving from Mexico to California.
2. Experience the hardships of traveling for eight months.

### **GRADE LEVELS & TIME ALLOCATION**

- Grades 3 & 4
- 45 to 60 minutes

### **STANDARDS**

<u>Third Grade</u>	<u>Fourth Grade</u>
<u>Essential Standards</u> 3.2.4 DISCUSS THE INTERACTION OF NEW SETTLERS WITH THE ALREADY ESTABLISHED INDIANS OF THE REGION. 3.3.1 RESEARCH THE EXPLORERS WHO VISITED HERE, THE NEWCOMERS WHO SETTLED HERE, AND THE PEOPLE WHO CONTINUE TO COME TO THE REGION, INCLUDING THEIR CULTURAL AND RELIGIOUS TRADITIONS AND CONTRIBUTIONS.	<u>Essential Standards</u> 4.2.2 IDENTIFY THE EARLY LAND AND SEA ROUTES TO, AND EUROPEAN SETTLEMENTS IN, CALIFORNIA WITH A FOCUS ON THE EXPLORATION OF THE NORTH PACIFIC 4.2.3 DESCRIBE THE SPANISH EXPLORATION AND COLONIZATION OF CALIFORNIA, INCLUDING THE RELATIONSHIPS AMONG SOLDIERS, MISSIONARIES, AND INDIANS. 4.2.6 DISCUSS THE ROLE OF THE FRANCISCANS IN CHANGING ECONOMY OF CALIFORNIA FROM A HUNTER-GATHERER ECONOMY TO AN AGRICULTURAL ECONOMY.
<u>Secondary Standards</u> 3.1.1 3.2.2	<u>Secondary Standards</u> 4.1.4 4.2.4

### **KEY VOCABULARY & PEOPLE OF INTEREST**

1. Expedition
2. Colonization
3. Presidio
4. Cultivation
5. Juan Bautista de Anza
6. Father Pedro Font
7. Chumash, Gabrielino, and Yuma Native Americans

### **MATERIALS**

PowerPoint, Lesson Plan, Teacher Script, Master of Student Map & Pictures *(Instructor will need to make class copies)*

### **RESOURCES**

[www.nps.gov/juba](http://www.nps.gov/juba)

[The Anza Trail by Guerrero](#)

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### INTRODUCTION

- Details about the expedition are located in the notes section of each PowerPoint slide.
- Alternatively, one can create overhead transparencies or hard copies of the PowerPoint for instruction
- Slides 2, 3, & 4 pertain to the essential question of the journey: How is moving to San Francisco better than staying in Mexico?
- Slide 5 through 10 give information on Anza and expedition members.

### GUIDED PRACTICE

- Journey is presented in 4 sections; each consisting of information, map, and question.
- First, teacher will present information for that section of the journey.
- Second, teacher will present that section's map. Students will transpose the route presented on the PowerPoint map to the map on their desks.
- Third, instruct students to glue related symbol in corresponding box on student map.
- Fourth, a discussion question will be presented to the class.

### INDEPENDENT PRACTICE

The beginning of the lesson will require some help from the teacher in the areas of drawing the trail lines and gluing the corresponding symbols. However, as the lesson progresses, it is recommended that the instructor use their discretion in assisting the learner.

### ASSESSMENT

- Anecdotal points for oral answer to discussion questions.
- Completed student map worksheet (10 points).
- Pre & post quiz (20 points).

### FIELD TRIP

Depending upon location & availability there are several ways to allow students to experience the Anza Trail. All are encouraged to locate an Anza trail head located close to the area in which they live. This lesson has a field trip extension that is designed to take place at [Rancho Sierra Vista-Satwiwa](#) in the Santa Monica Mountains National Recreation Area. Please refer to the attached field trip booklet.

### HOMEWORK

Students may visit [www.anzajuniorranger.org](http://www.anzajuniorranger.org) to become a Junior Ranger for the National Park Service. This is an engaging educational opportunity that will build upon and expand a student's understanding of both the in-class lesson and the field trip.

### ENGLISH LANGUAGE LEARNER EXTENSION

Lesson is designed to have simple graphics, text, and language to appeal to all learners. Educators are encouraged to take advantage of this opportunity to incorporate some "realia" into the lesson. Another way of incorporating realia is through pictures. For example, a graphical representation of a mule might help a student understand the concept of a "muleteer."

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### **GATE LEARNER EXTENSION**

- Research report on any of the key figures in the expedition,
- Write a summary for one of the sections of the trip
- Create a journal from civilian member's perspective
- Create a graphic representation of a presidio.
- Written report on the field trip.
- Complete Anza Junior Ranger Program (if not opted by teacher for homework)